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ABSTRACT

The baccalaureate degree program at INTER/MET and cooperative arrangements are considered in three articles. In "The Baccalaureate Degree Program at INTER/MET: An Evaluation," the process by which nondegree candidates at INTER/MET achieve the bachelor's degree through utilization of the services of the University Without Walls Program at Howard University is considered. The bachelor's degree is a necessary prerequisite for admission into candidacy for the master of divinity degree at INTER/MET, which began in 1969 as a response to the needs of congregations in the Washington, D.C., metropolitan area. The seven-year INTER/MET program employs the criterion-referenced approach, study at the University Without Walls Program or Federal City College, and a learning/contractual relationship with a congregation. In "The Baccalaureate Degree Program at INTER/MET (Utilization of Systemic Reinforcement in Higher Education)," the skills/qualities required of the prospective student for INTER/MET and the University Without Walls Program are identified, and the educational/professional growth opportunities that exist at Federal City College are noted. In "A Strategy Design for the Cooperative Baccalaureate Program at INTER/MET," the relationship among learner objectives, the instructional/curricular scheme, learner results, evaluation, and curricular/instructional decisions are conceptualized. In addition, INTER/MET bachelor's degree requirements are listed. (SW)

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ED 200174

"THE BACCALAUREATE DEGREE PROGRAM AT INTER/MET"

(utilization of systemic reinforcement in higher education)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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These critical comments are to be viewed in conjunction with the original document submitted regarding the baccalaureate program at INTER/MET, an addendum to a criterion referenced system's approach in concurrent programs at the baccalaureate and graduate professional levels. The institutional services of Federal City College provide the basic input for the latter consideration.

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DISCUSSION

It is extremely important to define, identify and specify minimally acceptable standards for the performance of the candidate/learner. Criterion referenced learning processes do not imply the absence of quality control, an assumption grounded in the vagaries of criticism and concerns reflecting mis-understanding and mis-representation. The standards of expectation (performance criterion) should be stated and mutually engaged prior to contract confirmation. Which is to say, before the candidate/learner is admitted to INTER/MET - minimal expectations and requirements should be clearly understood. In other words, there should be some assurance that the candidate/learner can benefit by the array of instructional/curricula designs offered, as well as the integrity of the instructional/curricula system(s) remaining inviolate. The candidate/learner entry behaviors, that is, the candidate's relative competency in a minimally acceptable array of appropriate skills are determined at INTER/MET by the application of these criteria:

- the applicant should have a commitment to a time-frame of at least seven years, an adjustable projection based on the candidate's own motivational level to work in a dual degree program
- the applicant should give evidence of appropriate intellectual abilities and skills, cognitive strategies, verbal and literary expression
- the applicant must be able to identify and redefine his/her priorities, an attempt to realistically assess the legitimacy of objectives and activities needed to accomplish goal(s) committed by the time frame
- the applicant must give a high indication (aptitude) for self-directed behavior, with an appropriate commitment to goal oriented self expectation.

In addition, Howard University's University Without Walls Program interfaces INTER/MET's criteria with these standards:

- ability to do individualized work
- proficiency in basic communication skills
- maturity and the ability to operate at a high level of independence
- clear articulation of educational objectives
- emotional stability and evidence of "stick-to-itiveness"
- follow-through

It is expected that the entry behaviors of the candidate/learner be clearly identified by the application of these two sets of criteria, an assumption that each is an appropriate reference for the other and provides mutual self-validation. Since INTER/MET has a commitment to some candidates whose entry behaviors did not comply with these criteria, a further effort was exerted to honor diversity and heterogeneity without violating the integrity of the system(s). Federal City College, with its network of course offerings, provides the basis for INTER/MET's development of the concept of educational webs. Ivan Illich has noted

"...the current search for new educational funnels must be reversed into the search for their institutional inverse, educational webs which heighten the opportunity for each one to transform each moment of his living into one of learning, sharing and caring." 2

In a more definitive way, Illich begins not with the question

"what should someone learn? but...what kinds of things and people might learners want to be in contact with in order to learn." 3

This approach is grounded in the assumption that a relatively mature, professionally-intentioned individual knows that there is information to be derived from critical interaction in circumstances he/she values for ultimate growth and development. It is the task of the coordinator of the baccalaureate program, to identify the resources of Federal City College as appropriate references for appropriate growth toward the stated criteria of the baccalaureate and graduate professional programs. Federal City College's resources offer the candidate/learner the opportunity to develop a "web" or network of exposures to:

- identify and relate to an appropriate variety of academic/professional types for instructional exposure -
- interact with persons of other skill classifications and/or categories -
- peer matching across vocational/professional intentioned classification(s) to identify with partners in inquiry, while affirming categorically different pursuits

INTER/MET is relatively confident that this approach honors its commitment to excellence in an innovative approach to graduate professional theological education, an indispensable dimension in its quest for recognition before the appropriate accrediting agencies.

FOOTNOTES AND REFERENCES

Ivan Illich, *Deschooling Society* (New York: Harper & Row, 1972), pp. V, 111, 112, 113.

@ James Popham, *Criterion-Referenced Instruction* (Belmont, California: Fearon Publishers, 1973), 12, 15, 31.

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KAJ/pl/wrp
9/10/75

"A STRATEGY DESIGN FOR THE COOPERATIVE BACCALAUREATE PROGRAM AT INTER/MET"

This design model is presented in response to some of the learner/teacher needs of candidates in the baccalaureate system. It is an attempt to re-define the collective efforts of the candidates, the development of a viable form for utilization of the collaborative forces of corporate commitment.

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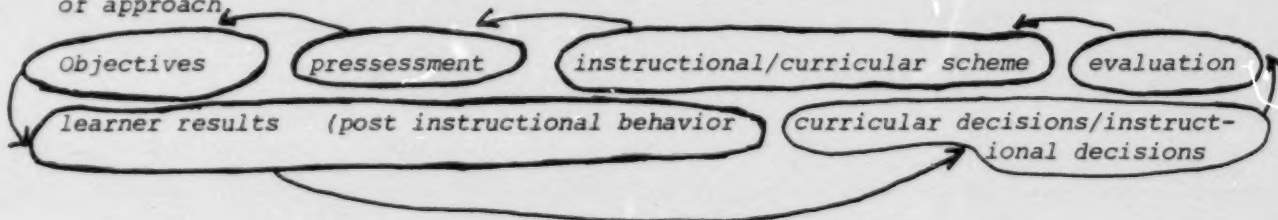
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RATIONALE

In developing alternative approaches to educational enterprises, there are at least two educational considerations which seem consistently germane, viz.: the appropriateness of the instructional, curricula schemes to stated learner objectives/goals, and the continuing process by which learner results may be evaluated. At INTER/MET, these considerations take shape around the foci of concerns inherent in the baccalaureate and graduate professional level programs. In a competency-based educational system, each constituent part of the system seeks mutually adjustable equilibrium. Which is to say, a decision regarding learning objectives (behaviorally defined) implies a decision concerning instructional and curricular schemes (operationally stated). Achieving the criterion performance or the behavioral objective, implies the fulfillment of an instructional objective or curriculum planning. W. James Popham considers this mutually adjustable equilibrium indispensable to the evaluation process, an assurance that instructional decisions and curricular decisions are implied in an assessment of learner results (post instructional behavior).

"...evaluation in this sense is not an evaluation of learners -- that is, it is not concerned with whether we give grades of A or B to particular students. Rather, it is an attempt to assess the quality of instructional decision-making that has occurred up to that time. The purpose of evaluation in this case is to give the teacher an opportunity to carefully reconsider his instructional performance on the basis of empirical evidence so that, if necessary, modifications can be made in his curricular and instructional decisions."¹

Evaluation must always be an integral part of the continuing process of education at INTER/MET, an indispensable instrument in decision making. The current baccalaureate program is, in part, the results of evaluative decision making. The major focus of the systemic reinforcement is the University Without Walls Program, Howard University. However, Federal City College must be considered a force of indisputable proportion in our support-oriented extended systems. In a criterion-referenced system, individual differences must not only be affirmed, but highly valued in terms of diversification and heterogeneity. Howard University and Federal City College offer diversification of approach to address the variations of instructional and curricular needs to meet the objectives of the candidate/learner, as well as the educational ends of INTER/MET. Candidate/learner evaluation has indicated that different needs have suggested variations of differences in appropriateness of approach.



The primary purpose of any instructional curricular design is to help the individual to learn. If the learner is not appropriately achieving interim or terminal objectives, in a manner or fashion consistent with pre-determined standards of acceptable performance, then instructional/curricular decision-making is imperative. The seminars designed for the baccalaureate candidates at Inter/Met is subject to this kind of judgement, a calling into critical accountability to face its inherent sense of educational integrity. An evaluation/reflection session revealed the need for:

- each seminar to be focused appropriately upon a sharing experience centered in an issue, interest or concern, which for the candidate(s) represent(s) an emotional, psychological, social or intellectual investment-

- each candidate to assume responsibility to identify for him or herself such an issue, interest or concern, on behalf of the group and report as per scheduled agreement-

- each candidate to participate in creative interchange for the purpose of critical growth and discovery, a further investment in personal and interpersonal probe and inquiry-

- each candidate must share in the development of the agenda, a way of each saying his/her own word and naming/valuing his/her own experience(s)-

- each candidate should select an educational partner, a pairing for interaction, support and reinforcement of learning intent-

Operating out of this kind of methodological stance, the baccalaureate candidate may be exposed to what Jerome Bruner and others term as cognitive strategies, the development of the mental processes by which one may organize and re-organize materials to accomplish a specific purpose. Further, it gives each participant an opportunity to explore what Paulo Freire calls praxis. For Freire, praxis is a way of identifying the central dynamic inherent in the action/reflection model. Action or doing for action's or doing's sake (alone) tends to negate true praxis and makes dialogue impossible.¹ Men, for Freire, are not built (developed) in silence, but in word, in work, in action/reflection. For the baccalaureate candidate, the opportunity is to engage in a dialogical experience, where the openness of one speaks to the openness of the other and remove the resistance of the barrier of threat in protecting a "caring and concern for one's own being." Answers are not given or elicited for answers' sake, but the creative experience of one is made known and appreciated in the creative recognition of the experience(s) of the other. With this quality of understanding, the baccalaureate candidate may lay claim to becoming the self-directed person, while affirming an appreciative recognition of the actualization of the other.

Categorization of Items
to Complete the Requirements
for the BACCALAUREATE PROGRAM FOR INTER/MET

- *1. The candidates' applications for admission to UWW.
- *2. Copies of the candidates' registration forms.
3. A copy of each candidate's intensive assessment, the documentary basis for defining entry-level as a critical assessment of the record of past experiences.
4. Each candidate's autobiography.
5. The candidates' log summaries.
- *6. All transcripts of the candidates' pre and current UWW academic experiences.
7. Annotated bibliographies embracing the range and scope of the candidates' academic interests, as appropriately related to existing disciplines within the colleges and schools of Howard University.
- *8. The candidates' certificates, diplomas and other indications of the recognition of achievement(s).
9. All of the candidates' learning contracts, an aggregate of all of the formally-engaged arrangements to certify degree-worthy experiences.
10. The major contract (with all of the appropriate ingredients).
11. The candidates' rationale for all contracts.
12. A narrative evaluation of each of the candidates, with an appropriate reference to "in-house documentation."

* To apply to the Federal City College candidates in whatever manner consistent with the FCC's procedures.

KAJ/wp
9/17/75

FOOTNOTES AND REFERENCES

Paulo Freire, *Pedagogy of the Oppressed* (New York: Herder and Herder Press, 1970), pp. 76,77.

KAL/wp
9/25/75

"THE BACCALAUREATE DEGREE PROGRAM AT INTER/MET"

An Evaluation

These critical comments, analyses, assessments and procedures for the utilization of the services of the University Without Walls Program at Howard University, a support oriented extended system, are intended for the purpose of identifying the processes by which non degree candidates at INTER/MET achieve the baccalaureate degree, a necessary requisite for admission into candidacy for the master of divinity degree at INTER/MET.

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SUMMARY

The baccalaureate degree program at INTER/MET was created in response to the consequence of a provision of the American Association of Theological Schools (ATS), the recognition that twenty percent (20%) of the student enrollment may not be holders of the undergraduate or baccalaureate degree, but before the student(s) could be admitted into candidacy for the master of divinity degree, he must have received the baccalaureate degree or its equivalency by scoring on or above the national means in specified nationally competitive norm referenced test(s). It appeared that the prospect for a baccalaureate system within the design enterprise of INTER/MET was a financial and time constrained impossibility, requiring resources far beyond INTER/MET's immediate capabilities. Since there were six candidates in the INTER/MET system admitted without clarity of understanding regarding this proviso, Dr. John C. Fletcher, President of INTER/MET, in keeping with his commitment to them at their admission into the system, issued a directive: "...a baccalaureate component must be designed, created and delivered within a time frame consistent with the candidates' present sequence of education." Also, the thought was expressed by the collaborative forces within the INTER/MET system, that the baccalaureate component should parallel in its approach the educational philosophy of the INTER/MET enterprise. INTER/MET began its developmental process in 1969, after initial explorations of congregations in the Washington/Metropolitan Area pointed up the problems of congregational perceptions being in conflict with clergy perceptions regarding reality, the tensions inherent in role(s) ambiguities, expectations and relative little or no empirical base for institutional and personal assumptions underlying understanding(s) of ministry. From data gathered, INTER/MET moved into an arena of graduate professional theological education with the assumption that institutional patterns are descriptive of how religious leaders actually become authenticated in their ministries. It is within the training congregations that the developing insights of becoming are appropriately reinforced and informed by the academic pursuits of contractual learning, an interface between the developing religious leader and the cutting edges of the life and death issues facing the people with whom he/sh must live and work. Phase I in INTER/MET is designed to help the candidate develop as a professional religious leader on the job and to demonstrate growth in three major areas:

- a. Self knowledge, identity and self-esteem
- b. More effective inter-personal relations
- c. Spiritual growth, with increasing clarity regarding the impact of one's religious faith on self and others

Phase II in INTER/MET (normally 2½ years) is the time when candidates develop through equipping experiences, the facility and enabling capacity to be supportive of other persons in the process of exploring and

appropriating a religious tradition. The interaction between the candidates' comprehension and others with whom they relate, gives dimension to mutually supportive appropriation for a creative interchange. Henry Nelson Wieman once observed,

"Creative interchange is that kind of interchange which creates in those who engage in it an appreciative understanding of the original experience of one another...Creative interchange has two aspects which are the two sides of the same thing. One aspect is the understanding in some measure of the original experience of the other person. The other aspect is the integration of what one gets from others in such a way as to create progressively the original experience which is oneself." 1

Candidates have access to preceptors in eight knowledge areas, the curriculum offering which approximates traditional components in theological studies. However, the candidates are encouraged to demonstrate competence in dealing appropriately with at least two learning formats, viz., a depth question identification and probe, as well as, sequentially oriented systematic study units. In each instance, the mode struggles to approximate the inductive, contextual confluence of learning possibilities. The concern is less for a non reflective accumulation of information, than it is for an identification and appreciation for what Gagne and Briggs call learning outcomes, or five major categories of human capabilities: ..."intellectual skills, cognitive strategies, verbal information, motor skills and attitudes." 2

Phase III in INTER/MET is the occasion for the candidates to continue development through a learning/contractual relationship with a congregation, under the supervision of clergy and lay preceptors to plan for continuing growth as a clergy person.

The candidate should have completed the academic work for the masters of divinity degree, and be able to demonstrate the continuing abilities to:

- diagnose his/her personal/professional situation and strategize for appropriate action
- carry out a special learning project
- establish the next professional alignment
- function in an appropriate autonomous/interdependent manner
- determine plans for continuing personal/professional growth

operating out of this kind of education posture, INTER/MET sought to discover existing systems which would be compatible with this approach.

INTRODUCTION

Howard University's University Without Walls Program is one of the several institutional constructs operating out of the educational philosophy set forth by the Union of Experimenting Colleges and Universities, Yellowstone, Ohio. The program claims to attract "the self starting, highly motivated, and mature individual." Relatively, the University Without Walls would hold little interest for persons who need a highly structured approach to learning and who require substantial faculty guidance as opposed to a faculty support system. Applicants to the University Without Walls are often employed on a full time basis, desiring a more flexible and individualized program of study than any now offered within the traditional university. During the admission interview, there are individualized or self oriented contextual criteria designed to identify, the committee's satisfaction, the applicant's

- ability to do individualized work
- proficiency in basic communication skills
- maturity and the ability to operate at a high level of independence
- clear articulation of educational objectives
- emotional stability and evidence of "stick-to-itiveness"
- follow through

Operating out of an experiential approach, the University Without Walls does not have a catalog of course offerings. The curriculum incorporates outside learning experiences as well as more traditional classroom activities, an alternative approach to higher education. Both outside learning experiences and traditional classroom activities must conform to a single norm, appropriateness to the student's academic goals. Only the appropriate learning experiences shall be deemed degree worthy, or qualify for credit. The opportunities and methods of learning are defined in the student's Contract, which is drawn up by the student with the assistance of a faculty advisor. Evaluation in the University Without Walls is an on-going enterprise conducted by the UWW staff and the student's major advisor. The advisory team provides an evaluation of the student's growth and development, with a recommendation made to the Director based on:

- the goals that the student has established for him/herself in terms of their clarity, their reasonableness, and the potential they have for providing him/her with a liberal education.

- the program as outlined to reach these goals in terms of its congruence with those goals. That is, the program should be outlined to provide the student with the education deemed necessary to reach the stated goals. If the program does not provide experiences which have the potential for preparing the student to reach each goal, then those areas in which inadequate experiences are posited should be expanded or developed.
- seminar participation and the sharing of learning experiences

Competence of the candidate rather than time spent in courses or any accumulation of credits, is key in the array of UWW criteria. Any minimum standard of achievement or competence expected of all students in each college or school as evidence of readiness for a degree, should be specified so students may know them from the beginning of their study in the program. UWW considers the appraisal of readiness for a degree to include concern for both processes and products; both cognitive and affective growth; both breadth and depth; both independent study and constructive use of interaction with fellow students, staff, and other competent persons, both what the student has acquired and what he/she has contributed. Vocational competence, scholarly interests, skill in social action and recognition of value, share degrees of importance in the UWW scheme of assessment. Standardized tests (College Level Proficiency Examinations, for example) are made available whenever the results might indicate some measure of help or assistance to the student (e.g., in knowing how their knowledge compares with that obtained in other programs, or in finding out the extent of their interest in what is usually covered in a discipline recognizable to them only by name). Generally, it is not the intent of such proficiency tests to be required for credit toward degrees. However, tests in some instances may serve to assist the student in meeting accreditation requirements for certain vocations. Students in the University Without Walls who seek accreditation in a particular vocation (teaching, nursing, etc.), are helped by their advisor-facilitator to plan their programs to meet the externally prescribed requirements.

PROBLEM

Designing and operationalizing an educational system, whether along the lines of traditional institutions, modular learning formats inductive/interest/concern/issue oriented approaches in the experiential mode, all are subject, to a greater or lesser degree, to the problems of structuralism. Jean Piaget diagnoses the first of these problems:

"to make out the nature of the affirmative ideal that goes with the very idea of structure, the ideal manifested in the conquests and hopes of every variety of structuralism. The second is to describe and analyze the critical intentions attendant on the birth and development of any particular variety of structuralism."³

Structuralism, for Piaget, is opposed to compartmentalization, the atomistic tendency to reduce wholes in their prior elements. Therefore, structuralisms should not be defined in opposition to other positions. On the other hand, a focus upon the positive content of the idea of structure leads to two characteristics common to all varieties of structuralism, viz., an ideal or expectation that structures are self-sufficient and do not require reference to all sorts of extraneous elements; second, that there are certain properties which adhere in the sustaining of most structures. In a sense, this notion of structure is comprised of three "key ideas" the idea of wholeness, the idea of transformation and the idea of self-regulation." 4

INTER/MET and UWW, though compatible in many ways, share some tensions which are not necessary to view as forces in opposition to the structure of the INTER/MET enterprise, in view of the commonality for their respective existence. INTER/MET and UWW do not assume a hostile posture toward other institutional constructs, a way of acknowledging ALTERNATIVE styles of educational approaches and variations in educational philosophy. However, it is well to identify some of the factors of a mutually supportive nature in INTER/MET and UWW, while, on the other hand, suggesting some tensions peculiar to each and to a degree inherent in both systems. Both systems tend to rely more heavily upon a diagnostic/achievement process less oriented in standardized norm referenced measures. Both systems, in sharing an individualized approach, rely upon individual assessment related to learning goals with objectives and activities designed to achieve the goals. Therefore, the individual is assessed as to HIS/HER relative attainment and not in relation to others. In the criterion referenced approach, each system employ measurement devices designed to assess the individual against predetermined levels of acceptable performance (In UWW, the learning contract and degree worthy credit achievement, and in INTER/MET the sixty-four functions in the eight knowledge areas in an interface with the candidates own learning needs/resources within the context of the training congregation). In each system, the evaluator is concerned with how well the individual has attained the "criterion - performance" of the specific objectives(s) as he/she moves progressively toward the learning goal(s). Both systems tend to rely less on what Gerald S. Lesser terms as the "Categorization of Achievement, an act of categorizing the learner in terms of grade level standards and the 'mythical' average achiever (or the other oriented reference of the 'curve')." 5 However, UWW uses the classical/traditional classroom if it is relevant to the learner's educational objectives. The University Without Walls share the prestige of Howard University and the resources of its schools and colleges, on a voluntary basis. INTER/MET draws upon the appropriately qualified resources of the various systems of the Greater Washington/Metropolitan area, and functions under professional contractual arrangements. UWW's degree is conferred by Howard University through the University Without Walls; INTER/MET is yet to graduate its first class, and is seeking membership in ATS through its appropriate procedures. INTER/MET candidates are full-time, operating from the base of the congregation which contracts for minimum expectations of

the candidate's time in a work learning context. The University Without Walls Program does not have a financial support factor built into its design, however, its students, for the most part are full-time in vocational, career and professional employment. INTER/MET and UWW are designed for the unique and exceptional student, the learner who is self directed and highly motivated toward goal oriented achievement.

Each system share some concern from other educational quarters regarding quality control. Each participates in a vigorous program of continuing self-evaluation. Both systems would tend to be stress producing for the students/candidates. INTER/MET would seem to share proportionately a higher degree because of the sustained level of its academic and contextually shared learning enterprise.

APPROACH-OPERATIONALIZATION OF METHOD

INTER/MET's approach to the utilization of the Howard University, University Without Walls Programs, is grounded in at least two major assumptions. First, The University Without Walls Program supports and extends some relative degree of the educational philosophy and structuralism of INTER/MET. The University Without Walls Program has achieved the experience as a necessary recognition in the establishment of higher education, an accreditation through Howard University who confers the degree(s) through the University Without Walls. Four of the non degree candidates at INTER/MET were admitted into the program at Howard University. These four were: Choyce Hall, Clyde L. Hargraves, Robert White and Earl Bledsoe. Two of the non degree candidates were admitted into the program at Federal City College; George Booker and R. Clinton Washington. INTER/MET criteria for the admission of applicants (in addition to the M. Div. standards for the baccalaureate program are:

- the applicant should have a commitment to a time-frame of at least seven years, an adjustable projection based on the candidate's own motivational level to work in a dual degree program
- the applicant should give evidence of appropriate intellectual abilities and skills, cognitive strategies, verbal and literary expression
- the applicant must be able to identify and redefine his/her priorities, an attempt to realistically assess the legitimacy of objectives and activities needed to accomplish goal(s) committed by time frame
- the applicant must give a high indication (aptitude) for self-directed behavior, with an appropriate commitment to goal oriented self expectation.

The candidate in the baccalaureate program at INTER/MET is introduced to at least three major learning principles, contiguity, repetition and reinforcement. Since the learner is presumed to be oriented in the inductive/issue mode (Inter/MET's M.Div emphasis), learning begins with the learner. He/she comes to appreciate that learning is not static, or as Piaget would claim, knowledge is not an accomplishment but a process; what is learned is not learned for all time, but changes and grows with the learner. 6 As Piaget states, further:

"...learning cannot explain development, but that the stage of development can in part explain learning...maturation simply opens up possibilities, and is never sufficient in itself to actualize these possibilities...learning, indeed the development of intelligence itself, is a continuous process of assimilating the external facts of experience and integrating them into the individuals internal mental structures...he must actively invent and re-invent what he wants to understand...to act upon it, to modify and transform it and to understand the process, and consequences of the transformation." 7

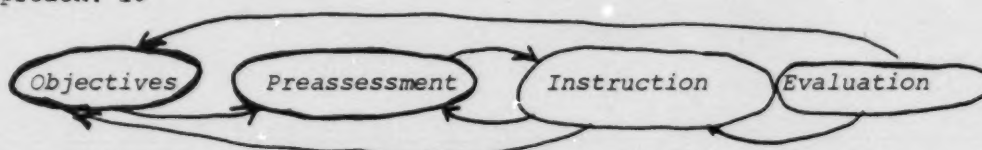
The baccalaureate candidate is called upon to participate consciously in the process of deepening the quality of his/her perception, and to appropriate the degree of change in developmental terms and growth concepts. Since the candidate's learning setting is contextually defined, he/she is called upon to appropriate learning in each instance and every situation in which there is the self conscious presence to act, modify, transform and understand the process and consequences of what's going on there! Therefore, contiguity is key, the stimulus situation in which the learner is appropriating is contiguous in time to the desired response. In other words, documentation of the learning enables the candidate in the process of retrieving and integrating what is learned as progressively creating the original experience. As the candidate appropriates, he/she enables others to learn. This is repetition. It re-creates what is to be learned by extending the learning phenomenon. This process is further reinforced by the others who learn to become enablers in the learning process. The baccalaureate candidate is called upon to demonstrate cognitive knowledge, the classification as approximated in Benjamin S. Bloom's Taxonomy of Educational Objectives; 8

- knowledge as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of patterns structure or settings
- intellectual abilities and skills, objectives which emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose.
- comprehension (translation, interpretation and extrapolation), the ability to grasp the thought of the work as a whole at any desired level of generality.

- application, analysis, synthesis and evaluation are critical tools to deal with the implications of relevancy.

The candidate is, also, called upon to become sensitized to an inventory of behavioral objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection; to be sensitized to the existence of certain phenomena and stimuli, and begin to acknowledge certain pre-dispositions toward "preferred stimuli. 9

With the total array of dynamics active in the baccalaureate/master of divinity degrees pursuit crowding in upon the candidate, he/she is provided the support by which anxieties must be owned as his/her existential situation. For in a criterion referenced scheme, the candidate can always participate in the decisions about his/her own learning(s). For instance, W. James Popham sets forth an instructional model or paradigm which captures much of our emphasis upon a criterion referenced approach. 10



The candidate is preassessed against criteria of admissions, his/her own expectations, and the INTER/MET requirements in the eight knowledge areas. The instructional scheme (learning objectives and activities in construct form) is a test of the legitimacy of the instructional process, an on-going evaluation of instructional/learning methods and objectives. The purpose of evaluation may be many: to evaluate and re-evaluate the curriculum and instructional scheme; to evaluate the instructor/facilitator/preceptor; to measure progress in terms of change in the LEARNER. INTER/MET's baccalaureate program is committed to the difficult task to live by the results of this approach.

EVALUATION

The evaluation of the baccalaureate program shall be in two parts. First, the observations of Mrs. Anita Hackney, Director of the University Without Walls Program, Howard University. Second, a cost/benefit analysis. Mrs. Hackney's observations are presented in accents most appropos:

"This has been an exceptionally challenging year for each of these students. It is no small task to concurrently pursue degrees at both the graduate and undergraduate levels. From a general point of view, the participation of Earl Bledsoe, Choyce Hall, and Clyde Hargraves was good. Within the constraint mentioned above, all three of them functioned well. As for Robert White, he as you know, has some difficulties making adjustment. In the spirit of the University Without Walls, we continue to encourage students, you will note then that each of them has a passing assessment. Within

the confines of that passing assessment, there are varying degrees of accomplishment. The individual in-house records speak to this assessment."

The cost/benefit data were generated by the several input components in the baccalaureate program, a composite look at the nature of the system's productivity. The analysis was computed by:

- adding up the total number of instructional/consultational/tutorial hours for the baccalaureate program provided by the UWW staff, FCC staff, INTER/MET staff
- dividing the INTER/MET budgetary appropriation by the total number of instructional/consultational/tutorial hours to determine cost/benefit ratio of hours to budgetary expenditures
- dividing the total budgetary appropriation by the total number of candidates to determine cost per person.

INSTRUCTIONAL/CONSULTATIONAL/TUTORIAL HOURS, 1974-75

- INTER/MET staff (2)		
(Jones, Planning co-ordinator and Forbes, Staff Contact/Supervisor)	Jones (288 hours, budget)	288
- UWW - Hackney, and Associates (3)		
September - April 16 sessions x 7 hours each		336
- HOWARD UNIVERSITY (classroom instruction)		
Bledsoe, 3 hours x 14 weeks		42
Hall, 9 hours x 14 weeks		126
Hargraves, 16 hours x 14 weeks		224
White, 9 hours x 14 weeks		126
- FEDERAL CITY COLLEGE		
Henry, Counselor - 6 hours semester		6
Instruction: Booker, 9 hours x 14 weeks		126
Washington, 6 hours x 14 weeks		84
- ED LEWIS, ET. AL. - 6 hours		6
TOTAL NUMBER OF HOURS BUDGETARY APPROPRIATIONS:		1,364 1,364
Planning Coordinator (\$12.50 hr./\$100 day		
288 hours		\$ 3,600
Instructional Appropriation(s)		
(15 hours x \$45 x 6)		4,050
Other Fees and Books (\$250 x 6)		1,500

TOTAL BUDGET:

\$9,150

RECAPITULATION:

Total Budget (9,150.00) ÷ (1,364 hours)
Total Hours
Average Cost Per Hour \$6.70 or \$46.90 per day (7 hours)
Average Cost Per Student (9,150 ÷ 6) \$1,525.00

INTER/MET is committed to sustain this operation at or slightly below the cost/benefit ratio indicated in this evaluation.

KAJ/wrp

FOOTNOTES AND REFERENCES

1. Henry Nelson Wieman, *Man's Ultimate Commitment* (Carbondale: Southern Illinois University Press, 1974), pages 22, 23.
2. Robert M. Gagne and Leslie J. Briggs, *Principles of Instructional Design* (New York: Holt, Rinehart And Winston, Inc., 1974), pages 23,24.
3. Jean Piaget, *Structuralism* (New York: Harper & Row, 1970), pages 3,4.
4. Ibid. page 5.
5. Gerald S. Lesser, Ed., *Psychology and Educational Practice* (Glenview, Ill.: Scott, Foresman & Company, 1971), page 44.
6. Jean Piaget, *Psychology and Epistemology: Towards a Theory of Knowledge* (New York: Viking Press, 1970), page 26.
7. Charles Silberman, *Crisis in The Classroom* (New York: Random House), pages 15, 16.
8. Benjamin S. Bloom, Ed., *Taxonomy of Educational Objectives* (New York: David McKay, Inc., 1971), pages 201-207.
9. David R. Krathwohl, Ed., *Taxonomy of Educational Objectives* (New York: David McKay, Inc., 1971), pages 176-184.
10. W. James Popham, *Criterion-Referenced Instruction* (Belmont, Calif.; Fearon Publishers, 1973) pages 10, 11.